

# **Reporting 2000 STAR Results to the Media**

## **Assistance Packet for Districts**

**June 2000**

prepared by the  
Standards and Assessment Division  
California Department of Education

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# Guidelines for Reporting to the Media

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Results of the 2000 Standardized Testing and Reporting (STAR) program are scheduled to be posted on the Internet on July 17. This event continues to generate a great deal of media activity. The new California Reading List Number on the STAR Parent Report will create additional questions. The following guidelines are for district and county staff responsible for working with the media who are reporting local STAR results.

## Advance Preparation

- Prepare a local news release and any camera-ready graphs or charts that you would like used by the media. Make sure the release includes a brief statement about what is currently being done:
  - to increase student achievement and how STAR test results will be used to improve curriculum, instruction, and student learning (see sample news release on page 32)
  - to encourage parents to help their students read at home
- Organize a fact sheet about the district and its schools (or county) that includes:
  - the number of students enrolled at each grade level
  - the demographic breakdown of the student population
  - the number of limited English proficient students and students in special education and other special programs
  - results of student achievement data other than the STAR tests (e.g., district-initiated tests; PSAT, SAT, and/or AP results; number of Golden State Examination scholars; National Merit Scholar winners)
  - a profile of the graduating class of 2000 (e.g., percent of students entering colleges and universities, military appointments, total dollars in scholarships and awards, numbers of 4.0 and 3.0 students)
  - other information that is helpful in providing a district profile
- Develop brief talking points about the district's STAR test results to assist in media interviews (see sample talking points on page 31).

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## **Some Questions Local Media May Ask\***

- How many limited English proficient students were tested?
- How many students in special education were tested? Were any special testing accommodations used? If so, what?
- How can you explain the test results your district (schools) received?
- Do you feel the STAR test results accurately reflect student achievement in your district? Why or why not?
- How does your district plan to use the STAR results?
- Did you mail individual student reports to parents within 20 working days of receiving them in the district?
- What is the California Reading List? How will you help districts (schools) and parents/guardians obtain and use the list?
- Do you have copies of the reading lists? How can the media obtain copies?
- How can parents and other community members get answers to questions about the test results?
- Were any students tested with the SABE/2?
- What are your schools doing to implement California's content standards?

## **Media Contact**

- Determine who in the district will handle media requests about STAR.
- Establish a process and schedule for working with reporters covering the STAR test results.
- Schedule 2000 STAR briefings with editorial boards and education writers to develop an understanding of STAR before the Internet report is posted.

\* See pages 8 through 11 for questions and answers for the media.

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## Key District Testing and Reporting Dates for 2000

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<b>May 14</b>	Last day for regular STAR testing (Stanford 9, STAR Augmentation, and SABE/2)
<b>May 25</b>	Last day for makeup testing (makeup testing for STAR to occur within 10 days of last day of regular district testing)
<b>By May 25 plus 10 days</b>	District Certification/Appportionment Report due to California Department of Education (CDE)
<b>By 1st week of July</b>	Districts are to receive score reports
<b>Within 20 working days after receipt</b>	Districts are to report individual results for all STAR tests to parents/guardians within 20 working days after reports are received
<b>By July 14</b>	Districts to notify CDE in writing whether district received complete and accurate reports
<b>By July 17</b>	STAR results for schools, districts, counties, and the state posted on the Internet

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## Public Release Dates for 2000 STAR Test Results

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<b>March</b>	Parent Information Packet for the 2000 Standardized Testing and Reporting Program (STAR)* posted on the Internet
<b>April 7</b>	Parent Information Packet distributed to: <ul style="list-style-type: none"><li>– districts</li><li>– county offices</li></ul>
<b>May 31–June 1</b>	Standards and Assessment Information Meetings for districts/county offices (north, south) (May 31 – Sacramento; June 1 – Burbank)
	Reporting 2000 STAR Results to Parents Assistance Packet* and Media Assistance Packet for Districts provided at the Standards and Assessment Information Meetings
<b>June 9</b>	Reporting 2000 STAR Results to Parents Assistance Packet,* Revised Staff Development Guidelines for Using 2000 STAR Results, Media Assistance Packet for Districts distributed to district/county offices and posted on the Internet
<b>June 23</b>	Press briefing for the media only
<b>July 6</b>	Media workshop on 2000 STAR results at UCLA Graduate School of Education and Information Studies (for media only)  Press Briefing Packet posted on the Internet
<b>July 17</b>	Press release on 2000 STAR test results distributed to media, districts, and county offices  2000 STAR results posted on the Internet

\* available in English and Spanish and on the Internet

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# Internet Posting of 2000 STAR Test Results

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## The Internet report will:

- be accessed through the California Department of Education address (<http://www.cde.ca.gov>) or (<http://star.cde.ca.gov>) for STAR Test Results
- allow search for results by county, district, school name, or zip code
- display Stanford 9 and California Standards Test results by grade level and content area for the state, counties, districts, and schools for all students
- include results for Stanford 9 and California Standards Test for all students who are not limited English proficient (LEP), for all LEP students, for LEP students enrolled in California public schools less than 12 months, and for LEP students enrolled in California public schools 12 months or more; for males and females; for students who are economically disadvantaged; for students who are not economically disadvantaged; for students receiving special education services; and for students not receiving special education services.
- include Stanford 9 scores for
  - total reading, written expression (language), spelling, and total mathematics for grades 2 through 8
  - total reading, writing (language), total mathematics, science, and history-social science for grades 9 through 11
- display results for the California Standards Tests in English/language arts and mathematics for grades 2 through 11
- include SABE/2 scores for
  - total reading, mathematics, and language for grades 2 through 11
  - spelling for grades 2 through 8

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# Facts about the Standardized Testing and Reporting (STAR) Program

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- The Standardized Testing and Reporting (STAR) program was authorized through Senate Bill 376 in 1997.
- STAR requires that all California public school students in grades 2 through 11 take a single standardized achievement test each spring to measure achievement in basic academic skills.
- The law requires that students in grades 2 through 8 are to be tested in reading, written expression, spelling, and mathematics. Students in grades 9 through 11 are to be tested in reading, mathematics, writing, science, and history-social science.
- The Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), published by Harcourt Educational Measurement, was designated by the State Board of Education as the STAR standardized achievement test for 2000.
- Test questions were reviewed by the Statewide Pupil Assessment Review Panel to ensure that questions did not ask students to reveal personal or family beliefs. Panel members were appointed by the Governor, the Legislature, and the State Superintendent of Public Instruction. A majority of the panel consisted of parents whose children attend California public schools.
- For the California Standards Test (STAR augmentation) this spring, all students took 35 additional language arts questions in grades 2 through 11. Students in grades 2 through 7 and 11 also took 50 additional questions in mathematics. Students in grades 8, 9, and 10 took a standards math test (also 50 additional items) determined by their enrollment in specific math courses.
- In addition to the test in English, limited English proficient students who have been enrolled in California public schools for fewer than 12 months must also take a test in their primary language if one is available. Primary language testing is a district option for students enrolled more than 12 months prior to testing. The State Board designated the SABE/2, published by CTB/McGraw-Hill, as the primary language test for limited English proficient students whose primary language is Spanish. Spanish is the only language for which a primary language test was submitted for State Board consideration.



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# Reporting 2000 STAR Test Results

## Questions and Answers for the Media

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### **How will 2000 STAR test results be released to the public?**

STAR test results for 2000 will be sent by the test publishers to the California Department of Education (CDE) for Internet posting (<http://www.cde.ca.gov>) on July 17. Individual student, school, and district reports are being sent to districts as results are completed. Districts must provide individual student reports to parents within 20 days of district receipt of the reports. District schedules for mailing student reports vary because the date that a district receives its reports from the publishers is based on factors such as testing dates, district size, and completeness of student information.

### **Is the STAR program the same this year as it was in 1999?**

Yes. For the third year, students in grades 2 through 11 were tested with the test designated by the State Board of Education, the Stanford Achievement Test, Ninth Edition, Form T, published by Harcourt Educational Measurement. For the second year students also were given the California Standards Test (the STAR augmentation) in English/language arts and mathematics. The SABE/2, published by CTB/McGraw-Hill, was given to Spanish-speaking limited English proficient students.

### **What students were required to take SABE/2?**

In spring 2000, districts were required to test limited English proficient Spanish-speaking students if the student had been enrolled fewer than 12 months at the time of testing. Districts were allowed to test limited English proficient students enrolled longer than 12 months.

### **Will individual student results be posted on the Internet?**

No. The STAR results for individual students are confidential and can be reviewed only by the teacher, the parent or guardian, and the student. Also to protect privacy, no results for any group with fewer than 10 students will be posted on the Internet.

### **What was included in the California Standards Test (STAR Augmentation)?**

The California Standards Test (STAR augmentation) includes questions from the Stanford 9 that are aligned to state-adopted standards and additional test questions that address the standards.

### **How do the STAR tests relate to state content standards?**

The augmented items in the California Standards Tests in English/language arts and mathematics were specifically developed to improve the alignment of the STAR program to state-adopted standards in English/language arts and mathematics. In spring 2001, the science and social science tests administered in grades 9 through 11 are to be augmented to address the state-adopted standards in those areas.

### **How can media representatives get the STAR results?**

The only direct source for the 2000 STAR results is the Internet report. Files can be downloaded; instructions for downloading are included in this packet. Data disk files will not be available.

### **What reports will be on the Internet?**

The Internet reports will include results by grade level for schools, districts, counties, and the state. Results will be reported for the Stanford 9, the California Standards Test (STAR augmentation), and the SABE/2. Stanford 9 and the Standards Test results will be reported for 11 groups:

- for all students
- for students who are limited English proficient (LEP)
- for students who are not limited English proficient
- for LEP enrolled in California public schools less than 12 months
- for LEP enrolled in California public school 12 months or more
- for males
- for females
- for students who are economically disadvantaged
- for students who are not economically disadvantaged
- for students receiving special education services
- for students not receiving special education services

SABE/2 results will be reported:

- for all Spanish-speaking students who are limited English proficient
- for Spanish-speaking LEP students who were enrolled in California public schools less than 12 months prior to testing

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# Reporting 2000 STAR Test Results

## Questions and Answers for the Media

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### **What reports will be on the Internet? (continued)**

Stanford 9 scores on the Internet report will include for grades 2 through 8, reading, written expression (language), spelling, and mathematics; and for grades 9 through 11, total reading, writing (language), mathematics, science, and social science. The California Standards Test results will be reported as follows: for grades 2 through 11, language arts; for grades 2 through 7 and grade 11, mathematics. For grades 8, 9, and 10, scores will be reported at grade 8 for algebra I and 1st-year integrated mathematics; at grade 9 for geometry and 2nd-year integrated mathematics; and at grade 10, algebra II and 3rd-year integrated mathematics. Numbers of students taking the tests, but not scores, will be reported at grade 8 for geometry, algebra II, 2nd-year integrated mathematics and 3rd-year integrated mathematics; at grade 9 for algebra I, 1st-year integrated mathematics, algebra II, and 3rd-year integrated mathematics; and grade 10, for algebra I, 1st-year integrated mathematics, geometry, and 2nd-year integrated mathematics. SABE/2 results are reported by grade level for total reading, spelling, total language, and total mathematics.

### **What types of scores will be reported?**

Internet reporting will include the following types of scores by grade level for each content area indicated above:

#### **Stanford 9**

- national percentile rank (NPR) of the “average” student
- % of students scoring in the top quarter (above 75th NPR)
- % of students scoring in the top half (at or above 50th NPR)
- % of students scoring in top three-quarters (above 25th NPR)
- mean scaled score

#### **California Standards Test**

- mean number correct/number possible

#### **SABE/2**

- reference percentile rank of the “average” student
- % of students scoring in the top quarter (above 75th percentile)
- % of students scoring in the top half (at or above 50th percentile)
- % of students scoring in top three-quarters (above 25th percentile)
- mean scale score

### **Can Stanford 9 scores for schools or districts from 2000 testing be compared to 1999 results?**

Yes. Results for both years are available on the Internet. To compare scores from the two years, subtract last year's score from this year's score; however, it is important to choose the correct score to use for this purpose. The score that can best be used is the percent of students scoring at or above the 50<sup>th</sup> NPR. For example, if last year's score for a school in fourth grade reading was 40% of students scoring at or above the 50<sup>th</sup> NPR and this year's score was 43% scoring at or above the 50<sup>th</sup> NPR, then an improvement of three percentage points occurred. In other words, if the school tested 100 fourth graders, then 3 more students scored at or above the 50<sup>th</sup> NPR in reading this year as compared to 1999.

### **Why are there only numbers of students in grades 9 and 10 who took the algebra I or the 1st-year integrated mathematics test, but no test scores?**

The scores that are reported for the California Standards Test are “raw scores”—the average number correct out of the total number of items possible. The total number of items is the sum of items created specifically for the Standards Test plus selected items taken from the Stanford 9. For English/language arts, the totals are comprised of 35 augmented items plus 40 selected Stanford 9 items at grades two and three, and 55 selected Stanford 9 items at grades four through eleven. The Stanford 9 items are selected for their alignment with the state-approved content standards at the respective grade levels. For mathematics, fifteen (15) items from the Stanford 9 were identified as foundation skills at grades 2 through 7 and at grade 11, and are added to the 50 standards-based items for a total of 65 items contributing to the total standards score. At grades 8 through 10, 15 items at each level were identified as foundations for the standards-defined content—algebra I or 1st-year integrated mathematics at grade 8, geometry or 2nd-year integrated mathematics at grade 9, and so forth. The total number of items possible on the mathematics test is 65—15 foundation items plus 50 augmented items. These 65 items comprise the total mathematics score. A student taking the algebra I Standards Test at grade 9, for example, would not have any foundation items identified as contributing to the total score, because the Stanford 9 items selected for use at grade 9 are foundation skills for geometry, not for algebra. No total score can be calculated if the student did not take both 9th grade components that contribute to the total score. Thus, for students tested at grades other than those specified in the standards, only the number of students taking the test and the percent of the enrollment for the grade are reported. The California Standards Test (STAR augmentation) test item/score chart is on page 34.

# Reporting 2000 STAR Test Results

## Questions and Answers for the Media

### How similar are the norming groups to California's students for Stanford 9 and SABE/2?

The Stanford 9 is a nationally normed test, which means that the norming sample was representative of the nation—but not necessarily of the state. The composition of the Stanford 9 norming sample is shown in the table below. The reference norming group for the SABE/2 was composed of Spanish speaking students in bilingual programs from 142 schools in 12 states with large Spanish-speaking populations, including California.

**Demographic Characteristics**

	Norming Sample Stanford 9	California Students
Geographic Region		
Northeast	22.4	
Midwest	21.0	
South	25.0	
West	31.6	
SES Status		
Low	28.8	
Middle	33.9	
High	37.3	
Urbanicity		
Urban	24.3	38.1
Suburban	46.8	42.7
Rural	28.9	16.9
Ethnicity (85.6% Reporting)		
African American	16.9	8.8
Hispanic	9.6	40.5
White	63.2	38.8
Other	10.1	
American Indian or Alaskan Native		.9
Asian		8.1
Pacific Islander		.6
Filipino		2.4
Handicapping Condition		
Emotionally Disturbed	0.3	0.4
Learning Disabled	2.3	6.9
Mentally Handicapped	0.1	0.4
Hearing Impaired	0.2	0.2
Visually Impaired	0.1	0.1
Orthopedically Impaired	0.1	0.2
Limited English Proficiency	1.8	24.6
Other	0.6	2.5
Nonpublic Schools		
Catholic	4.4	5.1
Private	8.7	4.2

### What is a percentile rank?

The percentile rank is the percentage of students in the norming sample that had scores less than or equal to a student's scaled score. A student with a reading score at the 60<sup>th</sup> percentile scored equal to or better than 60 percent of the students in the norming sample. The Stanford 9 is a nationally normed test, which means that the norm group is representative of students across the nation tested in the same grade at approximately the same time of the school year. Thus, scores reported for the Stanford 9 are national percentile ranks (NPR). The SABE/2 produces a reference percentile by comparing a student's score to a reference group of Spanish-speaking students in bilingual classes.

### What about the California Standards Test (STAR augmentation)?

The items on the California Standards Test are not based on a norming sample. They address the state-adopted standards for language arts and mathematics. The items were field tested in California public schools.

### What is the national percentile rank (NPR) of the "average" student?

The mean percentile rank for a particular group of students (e.g., all second graders at a particular school) cannot be calculated directly because percentile ranks cannot be averaged across students. To estimate a percentile rank for a group of students, a score that can be averaged (e.g., the scaled score or the normal curve equivalent [NCE] score) must be used. Every scaled score or NCE score has an associated percentile rank. For example an NCE score of 40 translates to a percentile rank of 32. For the Stanford 9, the average NCE score for a group of students is calculated. Next, this average score is translated into its associated percentile rank. This "group" percentile rank roughly translates as the national percentile rank (NPR) of the "average" student.

### What do the "percent scoring above the 75th NPR, at or above the 50th NPR, and above the 25th NPR" represent?

There are three cut points used to create school, district, county, and state Stanford 9 scores in this report, the 25th, 50th, and 75th national percentiles. The percent of students scoring above cut points is calculated by counting the number of students scoring at or above a particular cut point (i.e., 50th percentile) or above a particular cut point (i.e., 25th percentile and the 75th percentile), dividing by the total

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# Reporting 2000 STAR Test Results

## Questions and Answers for the Media

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### **What do the “percent scoring above the 75th NPR, at or above the 50th NPR, and above the 25th NPR” represent? (continued)**

number of scores, and converting to a percentage. For example, a student scoring at the 67th percentile would count as scoring above the 50th percentile. A student scoring at the 40th percentile would not. The percent scoring at or above the 50th percentile is the percent of students in this school, district, county, or state whose scores would place them in the top half of the national distribution. This is also the percentage of students generally identified as scoring at or above grade level.

### **What is the mean scaled score?**

The “scaled score” on the Stanford 9 refers to a particular type of scale called an equal interval scale. An interval scale is developed for achievement tests to provide more precise measurement of student achievement. A one-point change on one part of the scale is equivalent to a one-point change on another part of the scale and can be averaged. Raw scores, which are the same as the number of questions answered correctly, do not provide this precision because not all items are equal. Items differ in a number of ways, one of which is difficulty. To provide a more precise measure of what students know, the Stanford 9 has developed an interval scale that takes into account item difficulty. The Stanford 9 provides scaled scores for individual students and mean or average scaled scores for groups of students.

### **Can media representatives see the tests that were administered?**

No. The test questions can be seen only by students when they take the test and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

### **What if parents did not want their students tested?**

Education Code section 60615 provides that, “Notwithstanding any other provision of law, a parent’s or guardian’s written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted.”

### **What was done to help students in special education?**

Most students in special education were administered the tests under standard conditions with all other students. Certain accommodations and adaptations, such as additional time, Braille, or large print tests, were provided for special education students whose Individualized Education Programs (IEP) specified the need for such assistance.

### **How final are the Internet results?**

The results posted on the Internet may not have been verified by districts and, therefore, should be considered preliminary. Reporting errors typically are not found until districts start reviewing the data. Most districts will not have had time for a complete review process. Revisions in these results are expected to be made throughout the summer and fall.

### **Were any new features added to the STAR reports this year?**

A new feature has been added to the STAR Parent Report. This addition is the California Reading List Number. This Reading List Number is printed near the bottom on the left side of the STAR Parent Report.

### **What does the California Reading List Number provide?**

The California Reading List Number directs students, parents/guardians, and teachers to a list of state-recommended books that are on a student’s reading level, as indicated by the Stanford 9 reading comprehension score. The Reading List Numbers range from 1–13+.

### **Where can the California Reading List be found?**

Parents/guardians can find the approved reading list on the Internet by following the directions posted at <http://www.startest.com>. Internet access is available at most California public libraries. Reading List information may also be obtained from local school districts or county offices of education.

### **For more information...**

Questions about 2000 STAR test results should be directed to the Standards and Assessment Division of the CDE at (916) 657-3011 (phone), (916) 657-4964 (fax), or [star@cde.ca.gov](mailto:star@cde.ca.gov) (e-mail). Additional information can be obtained at <http://www.cde.ca.gov/statetests> on the Internet.



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# Instructions for Downloading the Internet Reports

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## Downloading the Stanford 9 and California Standards Test Research Data File

Research files for the Stanford 9 and the California Standards Test (STAR augmentation) are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record format (fixed length ASCII, tab delimited, DBF, or MS Access).

- 1 Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Test Results page (<http://star.cde.ca.gov>), select the STAR Test Data results for the desired year.
3. On the left side-bar, select “Research Files for the” Stanford 9 and Augmented STAR and follow the directions below. For SABE/2 refer to page 26.
4. Click the icon for the file that corresponds to your system and preferred record format. Follow the system directions that will appear on your screen. The file will automatically download as a compressed file. These compressed research files range in size from 20.5MB to 60MB and may require both significant download time and hard drive storage on your computer. You may need to consult documentation for your web browser and system to select a download location on your hard drive.

To reduce download time, an additional download feature has been added. Ten segmented tab delimited files, each containing the test data for a limited number of counties, are available. To use these files, check the help documentation associated with the files.

5. Uncompress the file.

Windows formatted files are compressed and self-extracting. Once downloaded, these self-extracting files may be run. Note that when run, the compressed file (except for the MS Access file) will produce two research files: ENTITIES and TEST DATA.

Macintosh formatted files are compressed using Winzip 7.0 and will require compression software to uncompress the file. An evaluation copy of Stuffit Expander 5.5 is available at no cost at <http://www.aladdinsys.com/expander/>. Note that when run, the compressed file will produce two research files: ENTITIES and TEST DATA.

- 6 Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
7. A description of the format of the ASCII, tab delimited, and DBF Stanford 9 and California Standards Test (STAR augmentation) research files follows. Again, please note that except for the MS Access file, there are two research files associated with each format. The ENTITIES file contains the CDS codes and county, district, and school name for all schools. The TEST DATA file contains the state, county, district, and school Stanford 9 and the Standards Test scores for all content areas.

Type Legend	
A	Alphabetic text (letters only)
T	Alphanumeric text (letters and numbers allowed)
N	Number (numbers only)
ZN	Number with left-filled zeros
NZ	Number with right-filled zeros
4Y	4-digit year

Sort Legend	
A	Ascending order (A...Z, 0...9)
D	Descending order (Z...A, 9...0)

## Stanford 9 and Standards Test File Layout (continued)

The format of the ASCII Fixed Length File (.TXT) will be as follows:

### Output record definition for File 1: ENTITIES

Starting Column	Length	Type	Sort	Data	Corresponding Database Field
1	2	ZN	A	County Code	CountyCode
3	5	ZN	A	District Code	DistrictCode
8	7	ZN	A	School Code	SchoolCode
15	20	T		County Name	CountyName
35	20	T		District Name	DistrictName
55	20	T		School Name	SchoolName
75	1	T		Charter School Indicator (‘I’=Independent, ‘D’=Dependent, ‘ ’=Non-Charter)	
76					
				78 x Total Schools:	9,400
				= Total Record Bytes:	695,600

## Stanford 9 and Standards Test File Layout (continued)

### Output record definition for File 2: TEST DATA

Note, an ellipsis (...) in the Test Data Output record definition indicates a connection to the associated “Results Info,” “Standards Info,” and “Augmented Math Scores” field definition.

Starting Column	Length	Type	Sort	Data	Corresponding Database Field
1	2	ZN	A	County Code	CountyCode
3	5	ZN	A	District Code	DistrictCode
3	3	ZN	A	Charter Number (only populated for Independent Charters)	
8	7	ZN	A	School Code	SchoolCode
15	4	4Y		Administration/Cycle - '2000'	Year
19	2	N		Record Type (‘04’=State, ‘05’=County, ‘06’=District, ‘07’=School, ‘09’=Independent Charter School, ‘10’=Dependent Charter School)	RecordType
21	2	N		Summary Type (‘01’=All Students, ‘02’=LEP Students, ‘03’ = Non LEP Students, ‘04’ = Female Students, ‘05’ = Male Students, ‘06’ = Economically Disadvantaged Students, ‘07’ = Economically Advantaged Students ‘08’ = LEP < 12 months, ‘09’ = LEP 12 months or greater, ‘10’ = Special Education Services, ‘11’ = Not Special Education Services)	SummaryType
23	2	ZN	A	Grade Level	GradeLevel
25	7	ZN		Total Enrollment Reported	TotalEnrollment
32	6	ZN		Total Number Tested	TotalTested
38	22			Results Info (Reading) - <i>(see below)</i>	ReadingTest
60	22			Results Info (Math) - <i>(see below)</i>	MathTest
82	22			Results Info (Language) - <i>(see below)</i>	LanguageTest
104	22			Results Info (Spelling) - <i>(see below)</i>	SpellingTest
126	22			Results Info (Science) - <i>(see below)</i>	ScienceTest
148	22			Results Info (Social Science) - <i>(see below)</i>	SocialScienceTest
170	18			Standards Info (English/Language Arts) - <i>(see below)</i>	ELASTD
188	18			Standards Info (Math) - <i>(see below)</i>	MathSTD
206	15			Augmented Math Scores (Algebra I) - <i>(see below)</i>	AugMAlgI
221	15			Augmented Math Scores (Integrated 1) - <i>(see below)</i>	AugMInt1
236	15			Augmented Math Scores (Geometry) - <i>(see below)</i>	AugMGeom
251	15			Augmented Math Scores (Integrated 2) - <i>(see below)</i>	AugMInt2
266	15			Augmented Math Scores (Algebra II) - <i>(see below)</i>	AugMAlgII
281	15			Augmented Math Scores (Integrated 3) - <i>(see below)</i>	AugMInt3
296					
				307 x 5 (Average Grades/School):	1,535
				x Total Schools:	9,400
				= Total Record Bytes:	14,429,000

## Stanford 9 and Standards Test File Layout (continued)

### "Results Info" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Total Number Valid	NumberTested
7	5	T	Mean Scaled Score	MeanSS
12	2	T	PR of Mean NCE	MeanPR
14	3	T	Percent Scoring Above PR 75	PAC75
17	3	T	Percent Scoring At or Above PR 50	PACAT50
20	3	T	Percent Scoring Above PR 25	PAC25
23				

### "Standards Info" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Reported Enrollment	ReportedEnrollment
7	6	N	Number Tested	NumberTested
13	4	T	Average Number Correct	AVGCorrect
17	2	T	Number Possible	NumberPossible
19				

### "Augmented Math Scores" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Number Tested	NumberTested
7	3	T	Percent of Enrollment	PCTEnrollment
10	4	T	Average Number Correct	AVGCorrect
14	2	T	Number Possible	NumberPossible
16				

The format of the tab-delimited (.TAB) and the partial Access 97 SR-2 Skeleton (.MDB) research files will be as follows:

### Output record definition for File 1: Entities

Type	Sort	Data	Column Heading
ZN	A	County Code	CountyCode
ZN	A	District Code	DistrictCode
ZN	A	School Code	SchoolCode
T		County Name	CountyName
T		District Name	DistrictName
T		School Name	SchoolName
T		Charter School Indicator (‘I’=Independent, ‘D’=Dependent, ‘ ’=Non-Charter)	CharterStatus



## Stanford 9 and Standards Test File Layout (continued)

### Output record definition for File 2: Test Data

Note, an ellipsis (...) in the Test Data Output record definition indicates a connection to the associated “Results Info,” “Standards Info,” and “Augmented Math Scores” field definition.

Type	Sort	Data	Column Heading
ZN	A	County Code	CountyCode
ZN	A	District Code	DistrictCode
ZN	A	Charter Number (only populated for Independent Charters)	CharterNum
ZN	A	School Code	SchoolCode
4Y		Administration/Cycle - '2000'	Year
N		Record Type (‘04’=State, ‘05’=County, ‘06’=District, ‘07’=School, ‘09’=Independent Charter School, ‘10’=Dependent Charter School)	RecordType
N		Summary Type (‘01’=All Students, ‘02’=LEP Students, ‘03’ = Non LEP Students, ‘04’ = Female Students, ‘05’ = Male Students, ‘06’ = Economically Disadvantaged Students, ‘07’ = Economically Advantaged Students ‘08’ = LEP < 12 months, ‘09’ = LEP 12 months or greater, ‘10’ = Special Education Services, ‘11’ = Not Special Education Services)	SummaryType
ZN	A	Grade Level	Grade
ZN		Total Enrollment Reported	TotalEnrollment
ZN		Total Number Tested	TotalTested
		Results Info (Reading) - <i>(see below)</i>	Reading...
		Results Info (Math) - <i>(see below)</i>	Math...
		Results Info (Language) - <i>(see below)</i>	Language...
		Results Info (Spelling) - <i>(see below)</i>	Spelling...
		Results Info (Science) - <i>(see below)</i>	Science...
		Results Info (Social Science) - <i>(see below)</i>	SocialScience...
		Standards Info (English/Language Arts) - <i>(see below)</i>	AugSIEngLng...
		Standards Info (Math) - <i>(see below)</i>	AugSIMath...
		Augmented Math Scores (Algebra I) - <i>(see below)</i>	AugMIAlg1...
		Augmented Math Scores (Integrated 1) - <i>(see below)</i>	AugMIInt1...
		Augmented Math Scores (Geometry) - <i>(see below)</i>	AugMIGeom...
		Augmented Math Scores (Integrated 2) - <i>(see below)</i>	AugMIInt2...
		Augmented Math Scores (Algebra II) - <i>(see below)</i>	AugMIAlg2...
		Augmented Math Scores (Integrated 3) - <i>(see below)</i>	AugMIInt3...

## Stanford 9 and Standards Test File Layout (continued)

### "Results Info" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Total Number Valid	NumberTested
7	5	T	Mean Scaled Score	MeanSS
12	2	T	PR of Mean NCE	MeanPR
14	3	T	Percent Scoring Above PR 75	PAC75
17	3	T	Percent Scoring At or Above PR 50	PACAT50
20	3	T	Percent Scoring Above PR 25	PAC25
23				

### "Standards Info" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Reported Enrollment	NumberEnrolled
7	6	N	Number Tested	NumberTested
13	4	T	Average Number Correct	MeanRS
17	2	T	Number Possible	NumberPossible
19				

### "Augmented Math Scores" field definition:

Starting Column	Length	Type	Data	Corresponding Database Field
1	6	N	Number Tested	NumberTested
7	3	T	Percent of Enrollment	PercentOfEnrollment
10	4	T	Average Number Correct	MeanRS
14	2	T	Number Possible	NumberPossible
16				

The format of the dBASE IV (.DBF) research files will be as follows:

### Output record definition for File 1: Entities

Type	Sort	Data	Column Heading
ZN	A	County Code	CNTY_CODE
ZN	A	District Code	DIST_CODE
ZN	A	School Code	SCHL_CODE
T		County Name	CNTY_NAME
T		District Name	DIST_NAME
T		School Name	SCHL_NAME
T		Charter School Indicator ( 'I' =Independent, 'D' =Dependent, ' ' =Non-Charter	

## Stanford 9 and Standards Test File Layout (continued)

### Output record definition for File 2: Test Data

Note, an ellipsis (...) in the Test Data Output record definition indicates a connection to the associated “Results Info,” “Standards Info,” and “Augmented Math Scores” field definition.

Type	Sort	Data	Column Heading
ZN	A	County Code	CNTY_CODE
ZN	A	District Code	DIST_CODE
ZN	A	Charter Number (only populated for Independent Charters)	CHART_NUM
ZN	A	School Code	SCHL_CODE
4Y		Administration/Cycle - '2000'	YEAR
N		Record Type (‘04’=State, ‘05’=County, ‘06’=District, ‘07’=School, ‘09’=Independent Charter School, ‘10’=Dependent Charter School	RPT_LEVEL
N		Summary Type (‘01’=All Students, ‘02’=LEP Students, ‘03’ = Non LEP Students, ‘04’ = Female Students, ‘05’ = Male Students, ‘06’ = Economically Disadvantaged Students, ‘07’ = Economically Advantaged Students ‘08’ = LEP < 12 months, ‘09’ = LEP 12 months or greater, ‘10’ = Special Education Services, ‘11’ = Not Special Education Services)	RPT_CLASS
ZN	A	Grade Level	GRADE_LVL
ZN		Total Enrollment Reported	TOT_ENROLL
ZN		Total Number Tested Results Info (Reading) - <i>(see below)</i> Results Info (Math) - <i>(see below)</i> Results Info (Language) - <i>(see below)</i> Results Info (Spelling) - <i>(see below)</i> Results Info (Science) - <i>(see below)</i> Results Info (Social Science) - <i>(see below)</i> Standards Info (English/Language Arts) - <i>(see below)</i> Standards Info (Math) - <i>(see below)</i> Augmented Math Scores (Algebra I) - <i>(see below)</i> Augmented Math Scores (Integrated 1) - <i>(see below)</i> Augmented Math Scores (Geometry) - <i>(see below)</i> Augmented Math Scores (Integrated 2) - <i>(see below)</i> Augmented Math Scores (Algebra II) - <i>(see below)</i> Augmented Math Scores (Integrated 3) - <i>(see below)</i>	TOT_TESTED READ... MATH... LANG... SPEL... SCI... SOCS... CALA... CAMA... CAMAA1... CAMAI1... CAMAGE... CAMAI2... CAMAA2... CAMAI3...

## Stanford 9 and Standards Test File Layout (continued)

### "Results Info" field definition:

Type	Data	Column Heading
N	Total Number Valid	_TOTAL
T	Mean Scaled Score	_MEANS
TPR	of Mean NCE	_MEANP
T	Percent Scoring Above PR 75	_PAC75
T	Percent Scoring At or Above PR 50	_PACAT50
T	Percent Scoring Above PR 25	_PAC25

### "Standards Info" field definition:

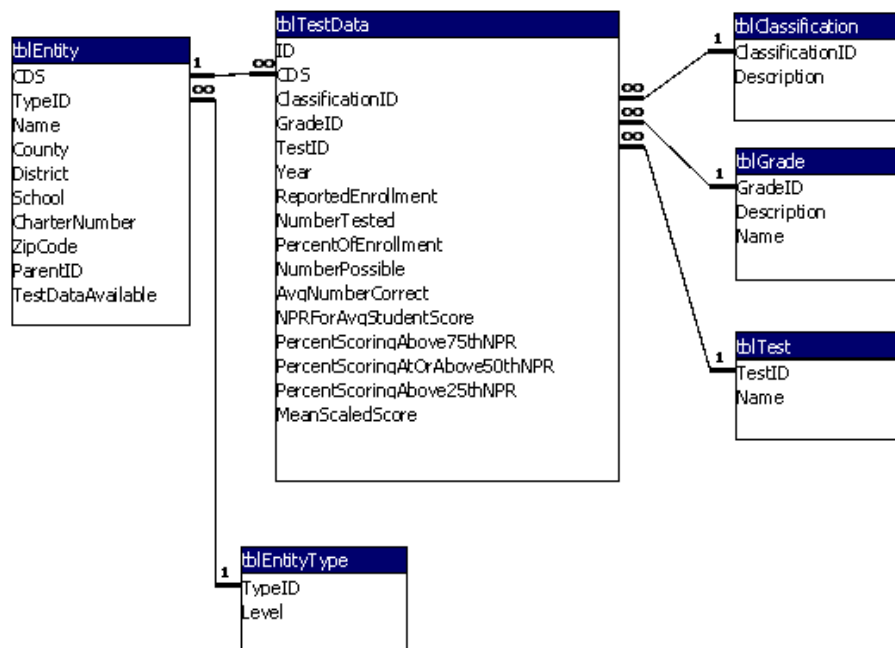
Type	Data	Column Heading
N	Reported Enrollment	_N_ENR
N	Number Tested	_N_TST
T	Average Number Correct	_MEANR
T	Number Possible	_N_POS

### "Augmented Math Scores" field definition:

Type	Data	Column Heading
N	Number Tested	NTST
T	Percent of Enrollment	PCTE
T	Average Number Correct	MNRS
T	Number Possible	NPOS

### Access 97 SR-2 database:

The format of the Access 97 SR-2 database STAR research file will be as described below.



## Sample Internet Report for Stanford 9 and Standards Test

**California STAR School Summary Report - Microsoft Internet Explorer**

File Edit View Favorites Tools Help

Address [\\bacuro\STAR\reports\ReportMockup.html](#) Links

---

State: [California](#)

County: [LOS ANGELES](#)

District: [BASSETT UNIFIED](#)

School: [SUNKIST ELEMENTARY](#)

County Code: 19

District Code: 64295

School Code: 6011571

Total Enrollment Reported: 488

Total Number Tested: 470

RESEARCH FILE HOME ABOUT SCORES

County Index Go

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STAR Score Summaries Report for All Students Spring 2000

Total All Students Tested: 470

### STANFORD 9 SCORES

	2	3	4	5	Grades		9	10	11
	N= 113	N= 78	N= 72	N= 60	6	7	8		
<b>Total Reading</b>	N= 113	N= 78	N= 72	N= 60	N= 31	N= 34	N= 29		
NPR for "Avg." Student Score	25	20	16	19	29	28	33		
% Scoring Above 75th NPR	6	1	6	3	3	3	7		
% Scoring At or Above 50th NPR	25	13	11	15	19	29	24		
% Scoring Above 25th NPR	49	41	28	38	55	62	62		
Mean Scaled Score	555.4	578.0	596.8	619.8	642.1	657.0	673.0		
<b>Total Math</b>	N= 121	N= 80	N= 84	N= 87	N= 33	N= 33	N= 29		
NPR for "Avg." Student Score	36	41	24	22	34	38	34		
% Scoring Above 75th NPR	15	11	7	12	12	9	3		
% Scoring At or Above 50th NPR	35	35	17	13	27	30	24		
% Scoring Above 25th NPR	64	66	44	44	58	67	62		
Mean Scaled Score	558.6	589.7	597.3	618.2	641.5	660.7	664.5		
<b>Language</b>	N= 115	N= 79	N= 84	N= 86	N= 33	N= 34	N= 29		
NPR for "Avg." Student Score	25	25	23	23	33	35	31		
% Scoring Above 75th NPR	10	4	6	6	9	12	3		
% Scoring At or Above 50th NPR	32	16	17	23	30	38	21		
% Scoring Above 25th NPR	44	47	38	36	55	56	55		
Mean Scaled Score	566.8	579.9	596.7	611.5	630.6	643.7	646.3		
<b>Spelling</b>	N= 119	N= 80	N= 84	N= 87	N= 33	N= 34	N= 29		
NPR for "Avg." Student Score	28	25	13	18	31	31	27		
% Scoring Above 75th NPR	8	4	1	3	12	6	3		
% Scoring At or Above 50th NPR	28	14	12	15	24	24	21		
% Scoring Above 25th NPR	52	58	25	36	55	65	41		
Mean Scaled Score	545.6	574.0	582.2	606.5	633.9	646.1	638.4		
<b>Science</b>									
NPR for "Avg." Student Score									
% Scoring Above 75th NPR									
% Scoring At or Above 50th NPR									
% Scoring Above 25th NPR									
Mean Scaled Score									
<b>Social Science</b>									
NPR for "Avg." Student Score									
% Scoring Above 75th NPR									
% Scoring At or Above 50th NPR									
% Scoring Above 25th NPR									
Mean Scaled Score									

### CALIFORNIA CONTENT STANDARD SCORES

English/Language Arts Total									
Reported Enrollment	122	82	91	93	37	34	29		
Number Tested	106	77	72	61	31	34	29		
Avg. No. Correct/No. Possible	34.0/75	32.1/75	32.8/90	35.8/90	41.4/90	46.3/90	45.7/90		
Mathematics Total									
Reported Enrollment	122	82	91	93	37	34	29		
Number Tested	121	80	84	88	33	33	29		
Avg. No. Correct/No. Possible	24.9/5								

## Stanford 9 and California Standards Test Report (Internet Format)

■ Designates the group being reported: state, county, district, or school

■ County name and 2-digit state code are printed for county, district, and school reports

■ District name and 5-digit state code are printed for district and school reports

■ School name and 7-digit state code are printed for school reports

■ Total Enrollment Reported is the number of students for whom tests were ordered

■ Total Number Tested is the number of tests scanned

■ The group for which scores are reported:

- all students
- students who are limited English proficient (LEP)
- students who are not limited English proficient
- LEP enrolled in California public schools less than 12 months
- LEP enrolled in California public schools 12 months or more
- males
- females
- students who are economically disadvantaged
- students who are not economically disadvantaged
- students receiving special education services
- students not receiving special education services

STAR School Summary Report

County: XXXXXXXXXX County Code: AA

District: YYYYYYYYYY District Code: BBBBB

School: ZZZZZZZZZ School Code: CCCCCCC

Total Enrollment Reported: 10,000

Total Number Tested: 9,800

STAR Score Summaries Report for All Students

# Stanford 9 Report (Internet Format)

- Grade level
- Number of students tested
- NPR—the national percentile rank for the “average” student in the grade is the percentile rank a student would receive if the student scored at the group’s average score. This compares the average student’s score with a national sample of students tested in the same grade at approximately the same time of year.
- The percent of students who scored above 75% of the students in the national sample
- The percent of students who scored at or above 50% of the students in the national sample
- The percent of students who scored above 25% of the students in the national sample
- The average scaled score for the group

## STANFORD 9 SCORES

### Total Reading

NPR for "Avg" Student Score

% Scoring Above 75th NPR

% Scoring At or Above 50th NPR

% Scoring Above 25th NPR

Mean Scaled Score

2

N=980

50

20

60

80

640.5

# California Standards Test Report (Internet Format)

- Reported Enrollment is the number of students for whom the school/district ordered tests.
- The number of tests scored for English/language arts.
- The mean (average) number of questions answered correctly over the number of questions possible for English/language arts.

## CALIFORNIA CONTENT STANDARDS SCORES

2

### English/Language Arts Total

Reported Enrollment

1,000

Number Tested

980

Avg. No. Correct/No. Possible

37.5/75



# California Standards Test Report (Internet Format)

- Reported Enrollment is the number of students for whom the school/district ordered tests.
- The number of tests scored for mathematics.
- The mean (average) number of questions answered correctly over the number of questions possible for mathematics.

## CALIFORNIA CONTENT STANDARDS SCORES

2

### Mathematics Total

Reported Enrollment

1,000

No. Tested

980

Avg. No. Correct/No. Possible

25.0/65

# California Standards Test Report (Internet Format)

- Grade Level
- Number Tested—number of students tested for this course
- Percent of students enrolled in this grade tested for this course content
- Average (mean) number of questions answered correctly over the number of questions possible. The average number correct and number possible are reported only for each grade's intended courses:
  - Grade 8 Algebra I or 1st-year Integrated
  - Grade 9 Geometry or 2nd-year Integrated
  - Grade 10 Algebra II or 3rd-year Integrated
- Math course tested

## CALIFORNIA CONTENT STANDARDS SCORES

	8	9	10
Number Tested-Algebra I	150	100	50
% of Enrollment-Algebra I	15%	10%	5%
Avg. No. Correct/No. Possible-Alg I	25.0/65		

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## Downloading the SABE/2 Research Data File

Research files for the SABE/2 are available in a variety of formats, depending on the type of system that you use (Windows or Macintosh) and record formats (fixed length or tab-delimited ASCII).

1. Check your application software manuals to verify which record format best suits your needs.
2. From the STAR Test Results page (<http://star.cde.ca.gov>), click on the icon labeled “2000 SABE/2 Test Results.”
3. Scroll down to “Resources” and click the link for the file that corresponds to your system and preferred records format.
4. Click on the Summary level (state, county district, school) and subgroup (all student, gender, etc.) that meets your needs.
5. Uncompress the file.

Windows formatted files have been compressed using the ZIP format commonly used on DOS and Windows based computers, denoted by the “zip” extension to the file name. Once downloaded these self-extracting files may be run.

Macintosh formatted files are encoded using the Binhex format for transmission over the Internet. These files have also been compressed using the Stuffit format, denoted by the “sit” extension to the file name. Once you have downloaded the file in this format it must be decoded. Stuffit Expander is included with many web browsers and will decode files once they are downloaded.

6. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
7. A description of the format of the fixed length or tab-delimited ASCII SABE/2 research files follows.

## SABE/2 File Layout (continued)

Starting Column	Length	Type	Data – NOTE: All data excludes Special Accommodations students.
1	2	ZN	County Code
3	5	ZN	District Code
8	7	ZN	School Code
15	20	T	County Name
35	20	T	District Name
55	20	T	School Name
75	4	4Y	Administration Cycle “2000”
79	1	N	Record Type
			4 = State
			5 = County
			6 = District
			7 = School
80	1	N	Summary Type
			1 = All Students
81	2	ZN	Grade Level
83	5	ZN	Filler
88	2	ZN	Filler
90	6	ZN	Total Number Tested
			<b>Reading Test</b>
96	6	N	Total Number Tested
102	5	T	Filler
107	2	T	RP of Mean RNCE (RP Rank for “average” student score)
109	3	T	Percent Scoring Above the 75th RP
112	3	T	Percent Scoring Above the 50th RP
115	3	T	Percent Above the 25th RP
			<b>Math Test</b>
118	6	N	Total Number Tested
124	5	T	Filler
129	2	T	RP of Mean RNCE (RP Rank for “average” student score)
131	3	T	Percent Scoring Above the 75th RP
134	3	T	Percent Scoring Above the 50th RP
137	3	T	Percent Scoring Above the 25th RP
			<b>Language Test</b>
140	6	N	Total Number Tested
146	5	T	Filler
151	2	T	RP of Mean RNCE (RP Rank for “average” student score)
153	3	T	Percent Scoring Above the 75th RP
156	3	T	Percent Scoring Above the 50th RP
159	3	T	Percent Scoring Above the 25th RP
			<b>Spelling Test (Grades 2–8 only)</b>
162	6	N	Total Number Tested
168	5	T	Filler
173	2	T	RP of Mean RNCE (RP Rank for “average” student score)
175	3	T	Percent Scoring Above the 75th RP
178	3	T	Percent Scoring Above the 50th RP
181	3	T	Percent Scoring Above the 25th RP

# Sample Internet Report for SABE/2

## The California State Summary Report Spring 2000

### SABE/2 STAR State Summary Report for All Student (Note: All data excludes Special Accommodations students.)

Total Number Tested: nnn,nnn  
Data uploaded on July 17, 2000

	2	3	4	5	6	7	8	9	10	11
<b>Total Reading</b>	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
<b>Total Mathematics</b>	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
<b>Total Language</b>	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										
<b>Total Spelling</b>	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn	N=nnnnnn
RPR for "Avg." Student Score										
% Scoring Above 75th RP										
% Scoring Above 50th RP										
% Scoring Above 25th RP										

1. RPR stands for Reference Percentile Rank.
2. The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.

# SABE/2 Report (Internet Format)

- Designates the group being reported: state, county, district or school
- Notes that students tested with non-standard accommodations are not included in the summary. Non-standard accommodations include using:
  - extra time to complete the test
  - a test booklet or answer sheet that was modified in some way
  - aids or aides, such as using a calculator, having parts of the test read aloud (other than the reading subtests), having someone mark the student's responses, having questions repeated, using markers to keep a place, etc.
- Total number of students tested with the SABE/2 across all grade levels reported
- Date the file was placed on the Internet—this date will be July 17, 2000, unless revised reports are posted

**The California State Summary Report  
Spring 2000**

**SABE/2 STAR State Summary Report for All Students  
(Note: All data excludes Special Accommodations  
students.)**

Total Number Tested: nnn,nnn

Data uploaded on July 17, 2000

# SABE/2 Report (Internet Format)

- RPR—the national reference group percentile for the “average” student is the percentile rank a student would receive if the student scored at the group’s average score. This compares the average student’s score with a sample of Spanish-speaking students in bilingual programs tested in the same grade at approximately the same time of year.
- The percent of students with scores above 75% of the students in the reference group sample
- The percent of students with scores above 50% of the students in the reference group sample
- The percent of students with scores above 25% of the students in the reference group sample
- Number of students tested at this grade
- Grade level

2

Total Reading

N=nnnnnn

RPR for "Avg." Student Score

% Scoring Above 75th RP

% Scoring Above 50th RP

% Scoring Above 25th RP

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# Sample Talking Points for Districts/County Offices of Education

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- The 2000 STAR test results posted on the Internet should be viewed as preliminary. Our district testing coordinator has not yet reviewed all of the results for reporting problems that can occur in any large-scale testing program.
- STAR test results provide a snapshot of how well our students performed on one set of tests at one time.
- The 2000 STAR test results for the Stanford 9 provide a three-year comparison to allow our district to begin measuring the impact of the changes we are making in our instructional programs.
- This is the second year for the California Standards Tests (STAR augmentation). This year's results indicate (that our efforts to implement California's rigorous standards are working) (that we still have much to do to fully implement California's rigorous content standards in all of our schools).
- Our district is fully implementing the state's content standards as quickly as textbooks and other instructional materials become available. Funds and time for meaningful staff development also are critical.
- STAR test data will be used with other achievement information to develop a clear picture of our students' academic progress.
- The addition of the California Reading List Number to the STAR Parent Report provides an added resource for students and parents.
- The reading lists provided by the California Department of Education to make up the California Reading List on the STAR Parent Report have been available in our district for some time. This addition to the STAR program pulls the lists together into one location.
- Our students have participated in standardized testing for many years. The STAR test adds to our district's comprehensive testing program.



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## Sample Local News Release

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“Compared to last year, our district’s results from the testing done this spring appear to (be about the same, have improved, be somewhat lower),” Superintendent \_\_\_\_\_ said today after a preliminary look at the 2000 results from the Standardized Testing and Reporting (STAR) program.

In (March, April, May) students in grades 2 through 11 took part in the third year of testing for the state’s STAR program. Students in grades 2 through 8 took the reading, mathematics, written expression, and spelling sections of the Stanford Achievement Test, Ninth Edition, Form T. In grades 9, 10, and 11, students did not take spelling but took tests in science and history/social science.

For the second year, the Stanford 9 was augmented by test questions that address California’s content standards adopted by the State Board of Education. This portion of the STAR program is called the California Standards Test or STAR augmentation. For the Standards Test, students in grades 2 through 11 took additional questions in language arts and in mathematics. In grades 8, 9, and 10 students took additional mathematics questions based on the mathematics courses in which they were enrolled.

Only numbers of items correct are being reported for individual student, school, and district results again this year. In the future, these results are to be linked to performance standards based on content standards.

“This year’s results of the California Standards Tests for our district (show a slight increase, a significant increase; remain about the same),” Superintendent \_\_\_\_\_ said. “The change in the average number of correct responses on the tests from 1999 to 2000 indicate that (our districtwide push to implement state standards in all our schools is working) (we still have much to do to fully implement state standards into our curriculum and classroom instruction).”

“We are continuing our implementation efforts as quickly as time, money, and the availability of textbooks and other instructional materials will allow.” (If there is significant difference between the math and reading standards test scores, districts would speak to the results separately.)

Results from the Stanford 9 and the California Standards Test were posted on the Internet yesterday (July 17). The superintendent noted that the Internet results should be regarded as preliminary until they have been reviewed. “Our test coordinator will be checking the results for any reporting problems,” \_\_\_\_\_ said. “We need to make sure the results are accurate before they are used.”

– more –

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This year, STAR results are also reported for groups such as boys and girls. Other group scores include those for students who are limited English proficient, students who are not limited English proficient, students who are economically disadvantaged, students who are not economically disadvantaged, students receiving special education services, and students not receiving special education services. All students, including those who are limited English proficient and students in special education, were required to take the Stanford 9 and the California Standards Test.

Limited English proficient students whose first language is Spanish and who were enrolled in a California public school less than 12 months when testing began were required to take the Spanish Assessment of Basic Education, Second Edition (SABE/2), published by CTB/McGraw-Hill. This was in addition to the Stanford 9 and the California Standards Test. SABE/2 results are also reported on the Internet as part of the STAR program.

“We have (many, some, very few) Spanish-speaking students who were enrolled less than 12 months. While \_\_\_\_\_ percent of our district’s students are classified as limited English proficient, \_\_\_\_\_ percent are Spanish-speaking students who were here less than 12 months. We chose (to, not to) test limited English proficient students who were enrolled more than 12 months with the SABE/2.”

A new feature has been added to the STAR program this year. The STAR Parent Report this year includes a California Reading List Number to help parents or guardians obtain a list of books appropriate for their child’s grade and reading level. The Reading List Number is tied to each student’s reading comprehension score on the Stanford 9. Superintendent \_\_\_\_\_ noted that this reading list combines several reading lists compiled by the California Department of Education. Parents and guardians should help their children select the most appropriate books from the list and encourage them to read.

“Now that we have three years of results from the Stanford 9, we can continue to use this data with other achievement information to see if our efforts to strengthen curriculum and instruction are having an impact. The California Standards Test scores in language arts and math can also begin to help guide our efforts to implement California’s rigorous world-class standards. We hope to see greater improvement over the next several years. Results of the Stanford 9 will be used to develop the 2000 Academic Performance Index for our schools and determine if they met their growth targets, set last January by the state,” Superintendent \_\_\_\_\_ concluded.

Parents and other community members with questions about the 2000 STAR results for the \_\_\_\_\_ district are encouraged to call the information hotline at \_\_\_\_\_ or contact the District office at \_\_\_\_\_. Information will not be available at school sites until school opens on \_\_\_\_\_.

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# 2000 Standardized Testing and Reporting (STAR) Program

## Stanford 9, Form T, and California Standards Test

### Number of Test Items and Testing Time at Each Grade Level

Test Levels	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*	Items	Time*
<b>Stanford 9, Form T</b>																				
Word Study Skills	48	25																		
Reading Vocabulary	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20
Reading Comprehension	40	40	54	50	54	50	54	50	54	50	54	50	54	50	54	40	54	40	54	40
Mathematics															48	45	48	45	48	45
Mathematics: Problem Solving	46	50	46	50	48	50	48	50	48	50	50	50	52	50						
Mathematics: Procedures	28	30	30	30	30	30	30	30	30	30	30	30	30	30						
Language	44	40	48	45	48	45	48	45	48	45	48	45	48	45	48	40	48	40	48	40
Spelling (required grades 2-8 only)	30	25	30	25	30	25	30	25	30	25	30	25	30	25						
Science (required grades 9-11 only)															40	20	40	20	40	20
Social Science (required grades 9-11 only)															40	20	40	20	40	20
<b>STAR Augmentation</b>																				
Language Arts Part 1**	15	40	11	40																
Language Arts Part 2**	20	30	24	30																
Language Arts					35	65	35	65	35	65	35	65	35	75	35	75	35	75	35	75
Mathematics Part 1	25	45	25	45	25	45	25	45	25	45	25	45	25	55	25	55	25	55	25	55
Mathematics Part 2	25	45	25	45	25	45	25	45	25	45	25	45	25	55	25	55	25	55	25	55
<b>Total Items/Testing Time*</b>	<b>351</b>	<b>390</b>	<b>323</b>	<b>380</b>	<b>325</b>	<b>375</b>	<b>325</b>	<b>375</b>	<b>325</b>	<b>375</b>	<b>327</b>	<b>375</b>	<b>329</b>	<b>405</b>	<b>345</b>	<b>370</b>	<b>345</b>	<b>370</b>	<b>345</b>	<b>370</b>

June 2000

\* Testing time in minutes—add 10 minutes to each subtest to distribute materials, give directions, and collect materials.

\*\* Language Arts Part 1 and 2 for grades 2 and 3 must be administered in a single session with a 10-minute break between the two parts.

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# What Scores Were Produced for the 2000 Standards Tests for Language Arts and Math?

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All California Standards Test reports include the number and percent of questions correct.

The STAR Parent Reports, student reports, and school, district, county, and state standards test summary reports include:

- Language arts scores for—
  - Reading
  - Writing
  - Total Language Arts
- Mathematics scores for—
  - Foundation Skills
  - Standards Score
  - Total

The Internet report includes only the total scores. Total Mathematics Content Standards Scores are reported only for students who took **both** the Stanford 9 and the augmented math test items designated for their grade level.

Stanford 9 reading and language questions were identified that address the California content standards. These questions were added to the augmented items to produce the reading, writing, and total language arts scores.

Stanford 9 mathematics questions that address the California content standards were identified as foundation skills items. The foundation skills items were grade specific for grades 2 through 7 and 11. For grades 8 through 10, the foundation skills items match specific mathematics courses in which students should be enrolled:

Grade 8	Algebra I or 1st-Year Integrated Math
Grade 9	Geometry or 2nd-Year Integrated Math
Grade 10	Algebra II or 3rd-Year Integrated Math

Reading, language, and mathematics Stanford 9 test questions from each grade-level test were selected to use in conjunction with the augmented language arts and mathematics questions to produce California Content Standards scores for the California Standards Test. The Stanford 9 and the augmented language arts and mathematics questions for grades 2 through 7 and 11 were printed in single grade-level test booklets. The Stanford 9 and the augmented language arts questions for grades 8 through 10 were printed in single grade-level test booklets, but the augmented mathematics questions for these grades were printed in separate course-specific test booklets.

## California Standards Test Scores—Language Arts

- Scores are reported for the grade level of the test taken by each student.
- Most students took the test appropriate for their grade level.
- Students with IEPs who tested out-of-level receive scores for the grade level of the test they took. For example, if a seventh-grade student took the grade 5 test, the California Standards Test scores would show how many grade-5 reading, writing, and total language arts questions were answered correctly.

# California Standards Test Scores—Mathematics

- Like English/language arts, the mathematics standards scores are reported for the grade level of the test taken for students who took the tests for grades 2 through 7 and 11.
- Students in grades 8, 9, and 10 will receive a grade-level Foundation Skills score. At each grade level, the Foundations Skills score is the number correct out of 15 Stanford 9 items identified as foundation skills items for—
  - Grade 8 Algebra I or 1st-year Integrated
  - Grade 9 Geometry or 2nd-year Integrated
  - Grade 10 Algebra II or 3rd-year Integrated
- Students in grades 8, 9, and 10 also receive a standards score for the augmented tests taken—
  - Algebra I – 1st-year Integrated
  - Geometry – 2nd-year Integrated
  - Algebra II – 3rd-year Integrated
  - Blank if no augmented math test was taken
- Total Mathematics Content Standards Scores for the California Standards Test are reported only for students who took **both** the Stanford 9 and one of the two math augmented tests designated for their grade level. If a student took an augmented math test designated for another grade, the total will be reported as NA. This will occur both for students tested above their grade level (i.e., eighth graders tested in geometry or 2nd-year integrated math) and students tested below their grade level (i.e., ninth graders tested in algebra I or 1st-year integrated math).

**Scores Reported for California Standards Test**  
(based on level of test taken)

Test/Grade Level	English/Language Arts			Mathematics		
	Reading	Writing	Total English/LA	Foundation Skills	Standards	Total Math
2	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes	Yes	Yes	Yes	Yes	Yes
6	Yes	Yes	Yes	Yes	Yes	Yes
7	Yes	Yes	Yes	Yes	Yes	Yes
8	Yes	Yes	Yes	Yes		
9	Yes	Yes	Yes	Yes		
10	Yes	Yes	Yes	Yes		
11	Yes	Yes	Yes	Yes	Yes	Yes

**California Mathematics Content Standards Scores Reported for Grades 8, 9, and 10**

Grade	Foundation Skills	Standards	Total
Grade 8			
Algebra I or 1st-year Integrated	Yes	Yes	Yes
Geometry or 2nd-year Integrated	Yes	Yes	No
Algebra II or 3rd-year Integrated	Yes	Yes	No
No math augmentation	Yes	—	—
Grade 9			
Algebra I or 1st-year Integrated	Yes	Yes	No
Geometry or 2nd-year Integrated	Yes	Yes	Yes
Algebra II or 3rd-year Integrated	Yes	Yes	No
No math augmentation	Yes	—	—
Grade 10			
Algebra I or 1st-year Integrated	Yes	Yes	No
Geometry or 2nd-year Integrated	Yes	Yes	No
Algebra II or 3rd-year Integrated	Yes	Yes	Yes
No math augmentation	Yes	—	—

# 2000 Standardized Testing and Reporting (STAR) Program

## SABE/2, by Grade Level Number of Test Items and Testing Time

Test Levels	Grade 2		Grade 3		Grades 4–11	
	Items	Time*	Items	Time*	Items	Time*
Fonética (Word Analysis)	38	35	24	22		
Vocabulario (Vocabulary)	25	19	30	30	45	29
Comprensión de lectura (Reading Comprehension)	25	28	30	36	45	45
Cálculos matemáticos (Mathematics Computation)	20	18	36	34	40	33
Aplicaciones y conceptos matemáticos (Mathematics Concepts and Applications)	31	34	40	33	45	37
Ortografía (Spelling)	20	19	22	21	20	19
Mayúsculas y puntuación (Mechanics)	22	31	26	35	27	27
Expresión (Expression)	30	35	38	44	Grade 4	
					28	28
					Grades 5–6	
					41	40
Destrezas de estudio (Study Skills)**					Grades 7–11	
					40	39
					Grade 4	
					28	31
					Grades 5–11	
					27	30
<b>Total Items/Testing Time*</b>	<b>211</b>	<b>219</b>	<b>246</b>	<b>255</b>	Grade 4	
					<b>278</b>	<b>249</b>
					Grades 5–6	
					<b>290</b>	<b>260</b>
					Grades 7–11	
					<b>289</b>	<b>259</b>

\* In minutes

\*\* Optional

# Chronology of State Testing in California

<b>1961</b>	<ul style="list-style-type: none"> <li>• Legislation established first statewide testing program in reading, written expression, and mathematics at grades 5, 8, and 10 with individual achievement tests chosen by districts</li> </ul>	<b>1987</b>	<ul style="list-style-type: none"> <li>• CAP direct writing assessments added at grades 8 and 12, requiring students to produce writing samples</li> <li>• GSE debuted first two tests in first-year algebra and geometry</li> </ul>
<b>1965</b>	<ul style="list-style-type: none"> <li>• Miller-Unruh Reading Act added uniform reading tests statewide at grades 1, 2, and 3</li> <li>• Physical performance testing program required for all school districts</li> </ul>	<b>1990</b>	<ul style="list-style-type: none"> <li>• GSE expanded to U.S. history and economics</li> <li>• CAP tests last administered as full program</li> </ul>
<b>1969</b>	<ul style="list-style-type: none"> <li>• State testing reauthorized and changed to grades 1, 2, 3, 6, and 12</li> </ul>	<b>1991</b>	<ul style="list-style-type: none"> <li>• Senate Bill 662 authorized establishment of California Learning Assessment System (CLAS) to develop and administer tests and report student, school, district, county, and state results at grades 4, 5, 8, and 10; reauthorized the GSE</li> <li>• GSE added biology and chemistry tests</li> </ul>
<b>1972</b>	<ul style="list-style-type: none"> <li>• Assembly Bill 665 created the California Assessment Program (CAP) to test students with a multiple-choice test in reading in grades 2 and 3; and reading, written expression, and mathematics in grades 6 and 12</li> </ul>	<b>1992</b>	<ul style="list-style-type: none"> <li>• Budget cuts allowed CAP test at grade 8 only</li> </ul>
<b>1972–82</b>	<ul style="list-style-type: none"> <li>• Matrix-sample tests for grades 3, 6, and 12 developed for CAP to focus on California curriculum and program evaluation</li> </ul>	<b>1993</b>	<ul style="list-style-type: none"> <li>• Newly developed CLAS assessments administered in reading, writing, and mathematics at grades 4, 8, and 10; produced group scores at the school, district, county, and state level</li> </ul>
<b>1983–84</b>	<ul style="list-style-type: none"> <li>• Senate Bill 813 expanded CAP, adding grade 8</li> <li>• SB 813 also established the Golden State Examination (GSE) to recognize students in grades 7–12 who demonstrate outstanding achievement on end-of-course examinations in core academic subjects</li> <li>• Assembly Bill 3228 mandated that physical fitness scores for grades 5, 7, and 10 be reported to the state annually</li> </ul>	<b>1994</b>	<ul style="list-style-type: none"> <li>• CLAS added history-social science and science at grade 5; CLAS tests included multiple-choice and written-response questions; produced group scores at the school, district, county, and state levels</li> </ul>
<b>1985–86</b>	<ul style="list-style-type: none"> <li>• History-social science and science tests added to CAP</li> </ul>	<b>1994</b>	<ul style="list-style-type: none"> <li>• Senate Bill 1273 to extend CLAS through 1999 vetoed by the Governor</li> <li>• Test in second-year coordinated science added to the GSE</li> </ul>



<b>1995</b>	<ul style="list-style-type: none"> <li>• No state testing administered in California except for the GSE</li> <li>• Assembly Bill 265 reauthorized the GSE</li> <li>• Assembly Bill 265 established Pupil Testing Incentive Program (PTIP) to test students in grades 2–10 in reading, writing, and mathematics with tests from state-adopted list; required adoption of statewide content and performance standards; authorized development of Assessment of Applied Academic Skills after standards are adopted in reading, writing, mathematics, history-social science, and science at grades 4, 5, 8, and 10; re-established physical fitness testing with a state-approved test for grades 5, 7, and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Test in government/civics added to the GSE</li> <li>• More than 1,300 graduates received the Golden State Diploma</li> </ul>
<b>1996</b>	<ul style="list-style-type: none"> <li>• Senate Bill 430 fine-tuned the process for the development of state standards begun in AB 265</li> <li>• Assembly Bill 3488 authorized the Golden State Seal Merit Diploma to recognize graduates who demonstrated mastery of high school curriculum in designated subject areas, using achievement on Golden State Examinations for eligibility</li> <li>• Test in written composition added to the GSE</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly Bill 748 authorized development of a test of English language development in listening, reading, speaking, and writing skills</li> </ul>
<b>1997</b>	<ul style="list-style-type: none"> <li>• Senate Bill 376 replaced PTIP with Standardized Testing and Reporting (STAR) program; required testing of all students in English with State Board-approved, nationally-normed test in reading, spelling, written expression, and mathematics at grades 2–8; in reading, writing, mathematics, history-social science, and science at grades 9–11; provided funding for testing to districts; required individual student, school, district, county, and state results</li> </ul>	<div data-bbox="873 567 946 609"><b>1998</b></div> <ul style="list-style-type: none"> <li>• Tests in reading/literature and high school mathematics added to the GSE</li> <li>• State Board-adopted STAR test administered</li> <li>• More than 2,680 graduates received the Golden State Diploma</li> </ul> <div data-bbox="873 877 946 919"><b>1999</b></div> <ul style="list-style-type: none"> <li>• STAR augmentation for language arts and mathematics added to STAR program to address state content standards; designated test in Spanish added for LEP students</li> <li>• Spanish language and physics tests added to GSE</li> <li>• Development of high school exit exam authorized by Senate Bill 2X</li> </ul> <div data-bbox="873 1308 946 1350"><b>2000</b></div> <ul style="list-style-type: none"> <li>• California Reading List added to STAR report</li> </ul>